Connecticut State Department of Education

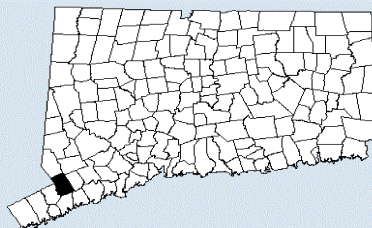# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Wilton School District

Mr. Gary Richards, Superintendent • 203-762-3381 • www.wilton.k12.ct.us

District Information

Grade Range	PK-12
Number of Schools	5
Enrollment	4,299
Per Pupil Expenditures[1]	$17,699
Total Expenditures[1]	$76,156,655

[1]*Expenditure data reflect the 2012-13 year.*

Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports (CMT/CAPT)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School (Class of 2014)](#)
(2014® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2013-14 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight.](#)

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,123	49.4	48.3
Male	2,176	50.6	51.6
American Indian	*	*	0.2
Asian	336	7.8	4.6
Black or African American	53	1.2	12.9
Hispanic or Latino	123	2.9	21.2
Pacific Islander	*	*	0.0
White	3,717	86.5	58.4
Two or More Races	65	1.5	2.3
English Language Learners	17	0.4	5.7
Eligible for Free or Reduced-Price Meals	70	1.6	37.3
Students with Disabilities[1]	537	12.5	12.8

[1]Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	311	14.8	*	*
Male	261	12.2	*	*
Black or African American	*	*	*	*
Hispanic or Latino	16	13.4	*	*
White	520	14.2	35	0.9
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	10	14.9	*	*
Students with Disabilities	109	19.4	13	1.9
District	572	13.5	41	0.9
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 20

[2]A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	282.6
Paraprofessional Instructional Assistants	18.4
Special Education	
Teachers and Instructors	35.4
Paraprofessional Instructional Assistants	72.8
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	15.0
Library/Media	
Specialists (Certified)	5.1
Support Staff	11.1
Instructional Specialists Who Support Teachers	15.1
Counselors, Social Workers and School Psychologists	27.4
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	178.6

[1]In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Asian	2	0.5	1.0
Black or African American	3	0.8	3.5
Hispanic	9	2.3	3.6
Native American	0	0	0.1
White	384	96.5	91.7

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	99.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

[2]Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.4	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement® or International Baccalaureate® Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	*	*
Hispanic or Latino	*	*	*	*
White	51	17.6	157	57.3
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	0	0	*	*
Students with Disabilities	*	*	*	*
District	64	19.5	175	57.6
State		14.2		26.8

[3]Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[4]

	Count	Rate (%)
Autism	27	54.0
Emotional Disturbance	12	52.2
Intellectual Disability	0	0
Learning Disability	134	60.6
Other Health Impairment	76	69.1
Other Disabilities	7	31.8
Speech/Language Impairment	46	78.0
District	302	61.6
State		69.2

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	53	1.2	1.4
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.4
Learning Disability	221	5.2	4.2
Other Health Impairment	113	2.7	2.5
Other Disabilities	25	0.6	1.0
Speech/Language Impairment	71	1.7	1.9
All Disabilities	512	12.0	12.4

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	31	6.0	8.1

[2]Grades K-12

Overall Expenditures:[3] 2012-13

	Total ($)	Per Pupil	
		District ($)	State ($)
Instructional Staff and Services	44,909,648	10,456	8,769
Instructional Supplies and Equipment	891,306	208	275
Improvement of Instruction and Educational Media Services	3,098,622	721	487
Student Support Services	7,053,150	1,642	965
Administration and Support Services	7,633,679	1,777	1,600
Plant Operation and Maintenance	6,641,566	1,546	1,472
Transportation	3,446,606	766	786
Costs of Students Tuitioned Out	2,482,078	N/A	N/A
Other	0	0	178
Total	76,156,655	17,699	14,642
Additional Expenditures			
Land, Buildings, and Debt Service	5,975,626	1,391	1,434

[3]Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	5,941,068	35.1	35.6
Noncertified Personnel	3,456,075	20.4	14.5
Purchased Services	1,830,659	10.8	5.0
Tuition to Other Schools	2,482,078	14.7	21.4
Special Ed. Transportation	539,004	3.2	8.5
Other Expenditures	2,660,060	15.7	14.9
Total Expenditures	16,908,944	100.0	100.0
PK-12 Expenditures Used for Special Education		22.2	21.9

Expenditures by Revenue Source:[4] 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	95.7	95.6
State	3.1	3.1
Federal	1.2	1.3
Tuition & Other	0.0	0.0

[4]Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14			
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved
Black or African American	.	79.1	81.3	82.0	.	.	.	
Hispanic or Latino	93.7	89.1	91.3	87.4	.	.	.	
English Language Learners	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	78.1	77.4	79.4	86.5	.	.	.	
Students with Disabilities	77.2	74.9	74.6	72.5	.	.	.	
High Needs	77.4	75.5	76.3	74.1	.	.	.	
District	94.8	94.3	94.3	93.5	.	.	.	

Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.

CAPT	DPI				2013-14			
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved
Black or African American	.	.	.	.	.	.	.	
Hispanic or Latino	.	.	.	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	.	.	.	.	.	.	.	
Students with Disabilities	71.0	72.3	75.9	75.1	.	.	.	
High Needs	73.0	75.6	77.5	77.4	.	.	.	
District	93.7	92.5	93.6	93.1	.	.	.	

Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

[1]NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	91.0	81.2	79.8	76.6	1,305	81.9
Curl Up	93.3	96.4	97.9	99.4	1,305	96.9
Push Up	94.7	98.2	97.9	85.4	1,305	94.1
Mile Run/PACER	85.3	94.3	93.5	90.6	1,305	91.1
All Tests - District	74.0	77.6	74.5	63.5	1,305	72.4
All Tests - State	50.2	50.7	50.3	53.9		51.1

[2]The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

[3]Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	2012-13				2013-14
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	52	82.7	86.6	No	87.3
District	326	96	94.0	Yes	94.0
State[4]		85.5			

[1]The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

[3]Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	93.6	236	80.0
Male	92.9	273	80.8
Black or African American	*	*	*
Hispanic or Latino	*	10	*
White	93.3	451	80.0
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	*	11	*
Students with Disabilities	53.3	10	33.3
District	93.2	509	80.4
State	72.9		37.6

[5]College readiness exams and benchmark scores are as follows:
- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

[6]Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:
- SAT® and AP® statistics derived from data provided by the College Board.
- Copyright © 2014 The College Board. www.collegeboard.org
- ACT® statistics derived from data provided by ACT, Inc.
- Copyright © 2015 ACT, Inc. www.act.org
- IB® statistics derived from data provided by the International Baccalaureate Organization.
- Copyright © International Baccalaureate Organization 2014

College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	87.3	98.6
Male	86.8	95.7
Black or African American	*	*
Hispanic or Latino	*	*
White	86.7	97.2
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	88.0	92.0
District	87.0	97.1
State	72.7	88.5

[7]College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

[8]College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

Narratives

School District Improvement Plans and Parental Outreach Activities

Four years ago, a wide-ranging group of stakeholders contributed to the development of a concise statement of action that is guiding the continuous improvement of our school district. The Wilton Public Schools Strategic Plan expresses our commitment to the evolution of the education of our students through a focus on parent and community involvement, the deployment of a high quality faculty and staff, implementation of best practices in curriculum and instruction, the promotion of a safe and nurturing learning environment, and the development of student competencies in the use of digital tools to support learning. The goal of the plan is to ensure that our students will possess the knowledge, skills, values and passion necessary for life-long learning, and that they will be responsible, successful and productive members of the workplace, family, and society in a rapidly changing world.

Building and district leadership teams develop and implement action plans that align with the Strategic Plan. School-based Progress Review Teams meet throughout the year to evaluate progress. A results-driven approach is used to identify both quantitative and qualitative results that are reported annually to the Board of Education.

School administrators, counselors, and social workers continuously monitor student attendance and intervene immediately to prevent and address truancy issues.

Active parent involvement in learning is supported in a variety of ways including: partnership events with the PTAs; learning celebrations that showcase activities, class displays, and samples of student work; and parent participation on special committees (e.g., Technology Advisory Committee, Curriculum Review Committees, Nutrition Committee, etc.).

In the area of special education, we continue to provide services to students eligible under IDEIA through a continuum of district supports and services. The goal is to ensure the provision of all mandated services in a manner that is compliant with state and federal regulations, best practices, and current research. Students are educated with their non-disabled peers in the general education classroom to the maximum extent as considered appropriate for each individual student. Students' instructional environments may include general education (with or without paraprofessional support), services delivered in the general education setting, special education classes, in-district special programs, or other appropriate placements. At the preschool level, young children are served in integrated preschool classrooms and through itinerant support services.

In addition to special education services, the district also provides related services to students with disabilities. These services may include speech therapy, occupational and physical therapies, applied behavioral analysis
behavioral consultation, counseling, transportation, the use of specialized equipment, mental health team supports, and life planning sessions.

Assistive technology services are provided by appropriately credentialed district staff. The goal is to support increased student interaction within social, instructional and community environments. At the high school, transition services are provided to assist students and their families in planning for post-secondary options including additional education and/or employment.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Because of the limited diversity in our school and community population, Wilton strives to reduce racial, ethnic, and economic isolation through programming in the academic, guidance, fine arts, and co-curricular areas as well through student participation in service projects.

At the elementary school level, programs are designed to reduce racial, ethnic, and economic isolation. School-wide behavioral programs, including developmental guidance programs, seek to enhance student skills in the awareness and understanding of differences. The social studies curriculum provides opportunities to help students develop understanding of cultural diversity and the history of various regions. In Grades 3-5, team projects focus on increasing cultural understanding through the study of the fine arts and world languages. Elementary school service projects support local, national, and international communities.

Our middle school continues its goal to reduce racial, ethnic, and socio-economic isolation. Continually evolving interdisciplinary team projects include Change Agents, Heritage Project, United Nations Project, Chinese New Year, Tolerance of Differences, and Biomes of the World and are designed to help raise students' awareness and understanding of diversity issues and differing cultures. Programs in the fine and performing arts promote understanding of cultural diversity. In addition, visiting presenters provide cultural and historical presentations to students. Service projects heighten student awareness and concern about racial, ethnic, and economic conditions.

Programs at the high school provide students with a range of opportunities to reduce racial, ethnic, and economic isolation. Fourteen students participated in the "A Better Chance" program. This program provides inner-city students with the opportunity to live in Wilton and attend high school. Several curricular programs include the study of diversity-related themes. A wide range of activities designed to increase student awareness of the diversity of individuals and cultures included guest speaker presentations, diversity related co-curricular club participation, the hosting of internation

Equitable Allocation of Resources among District Schools

The Board of Education recognizes its responsibility to develop and implement a budget that provides sufficient and appropriate resources across schools, promotes continuous improvement, affords sufficient flexibility to respond to changing needs and contingencies, complies with all Federal and State Mandates, including IDEIA, and provides for necessary maintenance and improvement of school facilities. The Board ensures equitable allocation of resources in each of our schools through a commitment to support appropriate organizational structures that are responsive to the unique academic, social, and emotional needs of students. The budget seeks to maintain Board approved practices concerning class sizes, while adjusting staffing patterns to reflect enrollment changes and to achieve cost savings. The number of certified and classified staff is allocated based on school enrollment, Board policy regarding class size, and school and district program priorities. Special education staffing is allocated based on specific student needs defined through the IEP process, the number of students served, and compliance with IDEIA. The budget also provides equitable allocation of technology